# Lesson Preparation book
# Computer
## 3rd.Prep – First Term 2023 - 2024

Microsoft®
Visual Studio 2008

**إعداد وتصميم /** جروب فريق أصدقاء الكمبيوتر المتخصص – أ/ ياسمين شعيب

# Teacher's Biography

**Name**: ...............................................................................

**School**: ...........................................................................

**The educational administration**: ..................................

**Qualification**: ................................................................

**Teaching Subject**: .........................................................

**Comprehensive School**: ...............................................

**The school to which he is delegated**: .......................

**Date of appointment**: ...................................................

**The job is on the staff**: ...............................................

**Teacher Code**: ..............................................................

**Mobile Number**: ...........................................................


**Teacher**            **Supervisor**            **School Principal**

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# Daily class schedule

| Session Day | First | Second | Third | Fourth | Fifth | Sixth | Seventh | Eightieth | Ninth |
|---|---|---|---|---|---|---|---|---|---|
| Saturday | | | | | | | | | |
| Sunday | | | | | | | | | |
| Monday | | | | | | | | | |
| Tuesday | | | | | | | | | |
| Wednesday | | | | | | | | | |
| Thursday | | | | | | | | | |

| Session Day | First | Second | Third | Fourth | Fifth | Sixth | Seventh | Eightieth | Ninth |
|---|---|---|---|---|---|---|---|---|---|
| Saturday | | | | | | | | | |
| Sunday | | | | | | | | | |
| Monday | | | | | | | | | |
| Tuesday | | | | | | | | | |
| Wednesday | | | | | | | | | |
| Thursday | | | | | | | | | |

**Teacher**          **Supervisor**          **School Principal**

_____          _____          _____

# The General Objectives of Computer

## At the end of the second term the student will be able to :

- **Providing** students with the appropriate amount of scientific and basic knowledge and skills related to information technology.

- **Develop basic scientific** thinking skills with a focus on modern technological skills through their interaction with the computer.

- **Training students** to work in a team by practicing computer techniques.

- **Developing self-education** skills in order to access the correct information by themselves through the use of computers.

- **Developing students'** awareness of the importance of using computers in all areas of life.

- **Students' appreciation** of the role that computers play in problem solving.

- **Students familiarize** themselves with the computer and deal with its programs without intimidation.

- **Developing** the Egyptian personality capable of facing the challenges of the third millennium in the technology and information revolution.

- **Acquiring** the right ethics and behaviors in dealing with others through the means and tools of information and communication technology.

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|---|---|---|
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# The specified objectives of computer

## At the end of the second term the student will be able to :

- ❑ **Knows** the problem Definition

- ❑ **Defines** the stages of problem solving stages

- ❑ **Writes** the steps to solve the algorithmic problem

- ❑ **draws** a flow chart that expresses the steps of the solution

- ❑ . **Explain** what is meant by programming language

- ❑ **Learn** what Visual Basic.NET is

- ❑ **Defines** the most important components of the IDE display

- ❑ **Lists** what the .NET framework provides

- ❑ **Recognize** the properties window Properties window

- ❑ **selects** the property Property appropriate.

- ❑ **Choose** the appropriate value for the property Property

- ❑ **differentiate** between properties Properties that distinguish

  each control tool

- ❑ **Handles** the code window Code Window

- ❑ **Defines** what is meant by an event handler Event handler

- ❑ **sets** Controls properties __ Programmatically

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| Strategy | Dialogue and discussion – Brainstorming- Peer learning |
|---|---|
| Teaching aids | Electronic board – Data show |

### Unit One (Problem Solving)
### Lesson (1) Problem Solving

**Lesson objectives:** **By the end of the lesson, the student should be able to:**
- **Known** problem Definition
- **Specifies** stages of problem solving
- **Find** solutions to some life problems

**Warm up:** **What** are your steps to solve a problem?

### Lesson Presentation

📖 **Problem definition:** Problem is a situation that requires a solution or an objective you want to achieve through following consecutive steps sequentially.

📖 **Problem solving:** Problem Solving is the steps, activities, and processes to be done to reach an output or objective.

📖 **Problem solving stages:**

**(1) Problem Definition:** – Problem definition implies the identification of required outputs, available inputs and, arithmetic and logical operations to be executed.

**(2) Algorithm Preparation:** – Algorithm is one of the methods used to solve a problem through logically arranged procedures (Flowchart).

**(3) Program Design:** – Having drawn a "Flowchart" to solve the problem, using a computer; we have to translate this flowchart into one of the programming language

**(4) Program Testing:** – During writing a program we unintentionally make some mistakes e.g. writing a minus sign (–) instead of (+). We cannot detect errors unless we begin entering data to the program with previously known results; and compare the results of the current program to those of the well–known results and so you can discover the errors and correct them.

**(5) Documentation:** – This step includes writing all steps taken for solving the problem that include: given Input, output, plan for solving the problem, drawn flowchart, programming language used for coding, instructions, date of last modification of the program and, people who contribute to the program development process.

**Evaluation:** **Complete:** ...........................records all the steps to solve the problem

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## Unit One (Problem Solving)
## Lesson (2) Flow Chart

**Lesson objectives:** **By the end of the lesson, the student should be able to:**
- **Know** Flow chart.
- **List** flow chart instructions.
- **Draw** flow chart incorrectly.

**Warm up:** **What's a Flow Chart?**

> **Lesson Presentation**

📖 **Flowchart**

It is a diagram that uses standard graphical symbols to illustrate the sequence of steps required for solving a problem or specific question.

📖 **Some advantages of Flowcharts:**

1. Facilitating the reading and understanding of the problem and illustrating to the programmer what must be done.
2. Useful to explain the program to others
3. helping in documenting the program in better manner, especially if the program is complicated

📖 **The most commonly used symbols as shown in the table:**

| Significance | Symbol |
|---|---|
| Terminal | ⬭ |
| (input الحَـدِيـرة output) | ▱ |
| (process) | ▭ |
| (Decision) | ◇ |
| (Flow lines) | ↑ ↓ → ← |

📖 **To construct a flowchart, we should consider the following:**

1. The flowchart should start with the Start symbol and end with the End symbol.
2. **A,B,C** are **variable** names. The variable refers to a memory storage that holds a value.
3. Equation: **C=A+B**, indicates the sum of the value of A, to the value of B, and stores the result in **C**.
4. Entering values in **A** and **B** is done by using the term "**Enter**", inside a parallelogram, like "**Read**" or "**Input**".

    **Exercise (1) Draw a flow chart to Sum two numbers to be entered and show the result** Look Student's book p.9

**Exercise (2) Draw a Flowchart to solve a first degree equation** Look Student's book p.10

**Evaluation:** **Complete:** .............. It is a diagram that uses standard graphical symbols

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| | Teaching aids | Electronic board – Data show |

**Unit One ( Problem Solving )**
**Lesson ( 3 ) Branching**

**Lesson objectives :**   **By the end of the lesson, the student should be able to :**

- **Known** The concept of branching in flowcharts.
- **Mention** Solution steps for a program
- **Draw** flow charts correctly

**Warm up :**   **What** do we mean by branchi?

**Lesson Presentation**

📖 **The use of Branching ( Decision ) in Flowchart : –**

There are many problems that contain a question requires a Yes or No, or requires branching to other processes determined by flowchart.

**Exercise : –** Draw a flowchart to print the word "successful" In the case of the degree input is greater than or equal to 50?

**First : Define the problem**

**Output :**   print the word Successful

**Input :**   the score X

**Solution :**   If the value of X is greater than or equal 50 ; the word "Successful" will be printed

| Second : Algorithm | Third : Flowchart |
| --- | --- |
| 1– **Start** <br><br> 2– **Enter X** <br><br> 3– **If X >= 50 Then** <br><br> 4–1 **Print Successful** <br><br> 5– **End** | Start <br> Read X <br> Is X>=50   Yes <br> No   Print "ناجح" <br> End |

**Evaluation :**   **Complete :** The symbol ................................. is used to represent branching in flowcharts

| Date | | | |
|---|---|---|---|
| Session | | | |
| Class | | | |

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**Unit One (Problem Solving)**
**Lesson (4) Following Branching**

**Lesson objectives:** By the end of the lesson, the student should be able to:
- **Known** The concept of branching in flowcharts.
- **Mention** Solution steps for a program
- **Draw** flow charts correctly

**Warm up:** **How** can branching be used to print the result of dividing two numbers ?

## Lesson Presentation

📖 Draw a flowchart for a program that will calculate the division of two numbers. if the divisor equals (zero), the message displays "undefined".

**First: Define the problem**

**Output:** print the result of dividing two number "R" or print the word "undefined"

**Input:** Numerator is "num1", denominator is "num2".

**Solution:** if num2=0 then print "undefined", otherwise print the result of the division "R".

| Second: Algorithm | Third: Flowchart |
|---|---|
| 1– **Start** <br> 2– **Enter the Numerator num1** <br> 3– **If num2 = 0 Then** <br> 3– **Print "undefined"** <br> 4– **Go to step 7** <br> 5– **R=num1/num2** <br> 6– **Print R** <br> 7– **End** | Start <br> Read N1, N2 <br> Is N2=0 <br> R = N1 / N2 → Print " undefined" <br> Print R <br> End |

**Evaluation:** **Put ( √ ) or ( × ):–**

Flowcharts help to easily understand the problem, analyze it and turn it into a program (   )

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**Unit One (Problem Solving)**
**Lesson (5) Looping**

**Lesson objectives:** **By the end of the lesson, the student should be able to:**
- **Known** The concept of iterative loops in flowcharts.
- **Specify** Solution steps for a program
- **Draw** Flowcharts using iterative loops

**Warm up:** **How** can loops be used?

**Lesson Presentation**

📖 **Draw a flowchart to Print out the numbers from 1 to 3:–**

**First: Define the problem**

**Output:** print numbers from 1 to 3

**Input:** number M

**Solution:** print number M and increment it by 1 then continue printing until the value of M become greater than 3

| Second: Algorithm | Third: Flowchart |
|-------------------|------------------|
| 1– **Start** <br><br> 2– **M=1** <br><br> 3– **If M<=3 Then** <br><br> 3–1 **Print M** <br><br> 3–2 **M=M+1** <br><br> 3–3 **Go To step (3)** <br><br> 4– **End** | Start → M = 1 → (yes) M <= 3 → Print M → M=M+1 (loops back) <br> (No) → End |

**Evaluation:** **Put (√) or (×):–**

ram means ensuring that the program is Documenting the prog free from errors (     )

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|---|---|
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## Unit One (**Problem Solving**)
## Lesson (6) Following Looping

**Lesson objectives:** **By the end of the lesson, the student should be able to:**
- **Known** The concept of iterative loops in flowcharts.
- **Specify** Solution steps for a program
- **Draw** Flowcharts using iterative loops

**Warm up:** How can loops be used To print the sum of the integers from 1 to?

**Lesson Presentation**

📖 **Draw a flowchart to Print out the sum of integer numbers from 1 to 3?**

**Outputs:** – Find the value of the sum of the numbers $1 + 2 + 3$

**Input:** Input the starting value –$N = 1$

Enter the value of Sum $= 0$

Enter the value of the sum Sum $=$ Sum $+$ N

Enter the value of the increment –$N = N + 1$

**Solution:** Print Sum when the value of $N = 3$

When $N > 3$ The repeat stops

| Second: Algorithm | Third: Flowchart |
|---|---|
| 1– **Start** <br> 2– $N = 1$ <br> 3– Sum $= 0$ <br> 4– Sum $=$ Sum $+$ N <br> 5– $N = N + 1$ <br> 6– If $N > 3$ Then <br> 6–1 Print Sum <br> 7– Else <br> 7–1 Go to step 4 <br> 8– End | Start → N=1 → Sum=0 → Sum=Sum+N → N=N+1 → N>3 (No: loop back to Sum=Sum+N) (Yes: Print Sum) → End |

**Evaluation:** **Put (√) or (×):–** You can use any Geometric shape to represent Algorithm when drawing flow chart ( )

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|----------|----------------------------------------------------------------------|
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**Unit Two (Introduction to Visual Basic.net)**
**Lesson (7) Following Looping**

**Lesson objectives:**

**By the end of the lesson, the student should be able to:**
- **Explain** what is meant by programming language
- **Identify** the essence of Visual Basic.net
- **Identify** the main components of IDE screen

**Warm up:**

**How** can the solution steps be converted into programming commands that can be executed?

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Lesson Presentation
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📖 **The language of visual Basic .net:** It is one of the high level programming languages and designed tobe easy to learn as its commands and instructions use English language vocabulary and it can be used in many applications such as: **1– Windows applications**  **2– Web applications**

📖 **Programming and computer memory:** Commands and instructions which are written in Visual Basic.net enable you to create objects in computer memory and every object has:

**1– Properties** such as (size– color– font) of the text written on the program interface.

**2– Events** such as click on a command button.

**3– Procedures**, each one contains commands and instructions which are carried out when calling this procedure.

**So, the Visual Basic.net is considered:**

**Object** oriented as its programmes work through objects in computer Memory.

**Event** Driven as commands and instructions are carried out as soon as certain event occurs.

📖 **The Framework.Net provides the following:**

\* **Libraries** through which we create the objects.

\* **Runtime** environment (called Runtime) in computer memory where Applications produced by the language of Visual Basic.net language work in.

\* **Compilers** which compile commands and instructions written in Programming language into machine code which the Computer deals with.
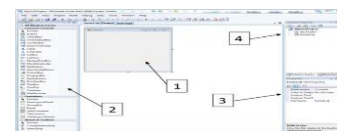
📖 **Visual Basic .Net IDE:**

The programmer of Visual Basic.net needs Integrated Development Environment ( **IDE** ) which provides tools and merits to the programmer that help him create applications ( windows – mobile – web.....). Visual Studio represents IDE.

📖 **Some components of Integrated Development Environment IDE:–**

**1–** Form Window    **2–** Toolbox Window    **3–** Properties Window    **4–** Solution Explorer

**Evaluation:**    **Complete:** – IDE prefer to...........................

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|---|---|
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### Unit Two (Introduction to Visual Basic.net)
### Lesson (8) Solve the questions of the second chapter

**Lesson objectives:** By the end of the lesson the student should be able to:
- **Explain** what is meant by programming language .
- **Acquire** Some concepts for the second chapter
- **Mention** The most important components of a screen IDE

**Warm up:** **What** are the most important topics of the second chapter?

### Lesson Presentation

**First:** Put (✓) in front of the correct sentence and (X) in front of the wrong one:

| N | Question | Answer |
|---|---|---|
| 1- | The VB.net language is one of the high level languages. | ( ) |
| 2- | The VB.net language is one of Event Driven languages. | ( ) |
| 3- | The VB.net language is the only high level language. | ( ) |
| 4- | The VB.net language is considered a high level language because it is easy to learn. | ( ) |
| 5- | The VB.net language is used in producing Windows applications and Web applications. | ( ) |
| 6- | The VB.net language is used in producing Web applications only. | ( ) |
| 7- | The VB.net language can't be used in producing Windows applications | ( ) |
| 8- | Every Object is characterized by certain properties and certain behaviour when a certain event occurs on it. | ( ) |
| 9- | Events and procedures which belong to any object in VB.net language are called properties. | ( ) |
| 10- | The name, the size and colour of an object are all samples of events that can occur to the object in VB.net language. | ( ) |
| 11- | The name, the size and colour of an object are all samples of properties of some objects in VB.net language. | ( ) |
| 12- | The Events are the commands and instructions which are carried out when a certain procedure occurs to the object in VB.net language. | ( ) |
| 13- | The procedures are the commands and instructions which are carried out when a certain procedure occurs to the object in VB.net language. | ( ) |
| 14- | Pressing click and D-click are samples of some events that can occur to an object in VB.net language. | ( ) |
| 15- | Framework.net contains Compilers, libraries and runtime environment | ( ) |
| 16- | Compilers in Framework. Net are considered the environment of runtime for applications which are produced in VB.net language. | ( ) |
| 17- | Compilers are programmes that translate commands and instructions written by the programmer from the high level language into machine language. | ( ) |

**Evaluation:** Evaluate students' answers.

| Date | | | | |
|---|---|---|---|---|
| Session | | | | |
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**Unit Three (Controls)**
**Lesson (9) Properties of control tools...FORM**

**Lesson objectives:** By the end of the lesson the student should be able to:
- **Recognize** the Properties Window.
- **Choose** the appropriate Property.
- **Choose** the proper value for the Property.

**Warm up:** **What** are the most popular control tools in Visual Basic ?

Lesson Presentation

**Form :** It is the window on which the program interface is designed by placing various control tools on it, such as the  button, label ,, text box, etc
The Form has many properties which share in defining the form of program creen we want to create.

**How to display the Properties window: –**
From the **View menu** Choose **Properties Windows**
Press the **F4 key**
Right–click on t**he controller and select **Properties**
From the standard toolbar, select **Properties Windows** icon

**Here are some properties of the Form:**

| N | Property Name | Function |
|---|---|---|
| 1 | Name | Name of Form used in Code Window |
| 2 | Text | The appeared Text on the title bar of the Window |
| 3 | Backcolor | The background color of the Form. |
| 4 | Right to Left | The direction of Controls on the form Window From Right to Left. |
| 5 | Right to Left layout | The layout of Controls on the Form from right to left |
| 6 | MinimizeBox | It controls the appearance or disappearance of MinimizeBox of Form Window |
| 7 | MaximizeBox | It controls the appearance or disappearance of MaximizeBox of Form Window |
| 8 | ControlBox | It controls the appearance or disappearance of ControlBox of Form Window |
| 9 | FormBorderStyle | The Border style of Form Window |
| 10 | WindowState | It defines the Window State of the Form (Maximizing, Minimizing or normal ) |

**Evaluation:** **Complete:–** ...........................It is the window on which the program's interface is designed by placing  different control tools

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**Unit Three (Controls)**

**Lesson (10) Properties of control tools...button, label, text box**

**Lesson objectives:** By the end of the lesson the student should be able to:

- **Differentiate** between different controls
- **adjust** The appropriate Property for each tool
- **Choose** the appropriate value for the property

**Warm up:** **What** is the difference between the command button and the text box ?

### Lesson Presentation

❑ **Button: –** It is one of Controls which can be placed on the Form. When you click it, it does a certain task.

| N | Property Name | Function |
|---|---|---|
| 1 | Location | The location of placing Button on the Form. |
| 2 | Size | Defining the height and width of Button on the Form. |
| 3 | Text | The appeared Text on the Button |
| 4 | BackColor | Choosing the backColor of the Button. |
| 5 | Font | Defining (shape ,size and style) of the Text font appeared on the Button. |
| 6 | ForeColor | Choosing the ForeColor to the appeared Text on the Button |

❑ **Label: –** It is a tool used in showing a Text on the Form Window which can't be changed during program Runtime.

| N | Property Name | Function |
|---|---|---|
| 1 | AutoSize | The Size of the Label is defined automatically according to the written Text if the Value of property equals true. |
| 2 | BorderStyle | Choosing the Border Style of the Label |

❑ **Textbox: –** It is a tool used to insert (input) data from the user during program run time.

| N | Property Name | Function |
|---|---|---|
| 1 | Maxlength | It defines the maximum number of letters which can be inserted in the TextBox |
| 2 | PasswordChar | It defines a symbol used instead of written text in case we have a password. |
| 3 | Multiline | Allows multiple lines within the text box control tool. |

**Evaluation:** **Complete:** – Textbox control tool: is the only tool which has the property.................................

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**Unit Three (Controls)**

**Lesson (11) Properties of control tools…**
**list box, combo box**

**Lesson objectives:** By the end of the lesson the student should be able to:

- **Distinguish** between the list box and the combo box
- **Adjust** The Appropriate Property for each tool
- **Mention** Individual characteristics of each tool

**Warm up:** What is the difference between the list box and the combo box?

> **Lesson Presentation**

❑ **ListBox:–** It shows a list of items.

| N | Property Name | Function |
|---|---------------|----------|
| 1 | Items | A group of items shown in the ListBox |
| 2 | Sorted | It defines whether the elements in the list are sorted or not. |
| 3 | selectionMode | It defines whether it is possible to choose one item or more shown in the ListBox. |

❑ **ComboBox: –** A ComboBox control displays a drop–down list from which one item can be selected.

| N | Property Name | Function |
|---|---------------|----------|
| 1 | Items | A group of items which are shown in comboBox. |
| 2 | AutoCompleteSource | It is a source of suggested items to select from. |
| 3 | AutoCompleteMode | It defines the method of list completing process. |

**Evaluation:** **Complete: –** …………………………It is a list of items that drop down to choose only one item

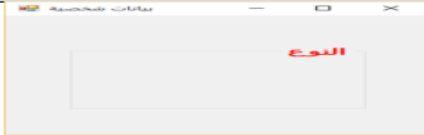| | Strategy | Dialogue and discussion – cooperative learning – practical learning |
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**Unit Three (Controls)**

**Lesson (12) Properties of control tools ...group box, check box, Radio button**

**Lesson objectives:** **By the end of the lesson the student should be able to:**
- **Distinguish** between the group box and the radio button.
- **Adjust** The Appropriate Property for each tool
- **Realiz** the importance of programming languages

**Warm up:** **What is the difference between the list box and the combo box?**

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**Lesson Presentation**

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❑ **Group Box: –** **Is used to group other controls of same function together on the Form window.**

| Property | value | Effect of property appears | FormWindow after setting the property |
|---|---|---|---|
| Text | النوع | In design mode and runtime mode | بيانات شخصية — ☐ ✕ النوع |
| Forecolor | Choose the Red color | | |
| RightToLeft | yes | | |

❑ **Radio Button: –** **The program user selects one alternative only.**

| N | Property Name | Function |
|---|---|---|
| 1 | Checked | It shows whether RadioButton has been chosen or not. |
| 2 | Text | It is the Text shown on RadioButton |

❑**Checkbox: –It is used for placing some alternatives to enable the user to select one Checkbox or more as shown in Figure:**

اللغات التي يجيدها الطالب

☑ الإنجليزي

☑ فرنسي

☐ ألماني

☑ أخرى

**Evaluation:** **Complete:– ..................... Is used to group other controls of same function together on the Form**

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### Unit Four (Code Window)
### Lesson (13) Code Window

**Lesson objectives:** **By the end of the lesson the student should be able to:**

- **Work** with the Code window.
- **Define** the Event Handler.
- **Adjust** Controls' Properties programmatically.

**Warm up:** **How** can you write instructions and codes of the program?

<div align="center">

**Lesson Presentation**

</div>

❑ **Visual Basic.NET language provides a window through which we can write instructions and codes of the program called (code window)**

❑ **To open the (Code Window) of (Form1) perform the following:**

1. **Make sure that the window Form is active**
2. **From the keyboard press (F7)**

❑ **The Code window is displayed as shown in the following figure:**

❑ **Code Window**



1.  Name of the file where codes are saved
2.  Name of the file where the Form window interface is saved
3.  The declaration of Class; its name is (Form1)
4.  Space between two lines; to type codes for the Class (Form1)
5.  The end of the class (form 1)
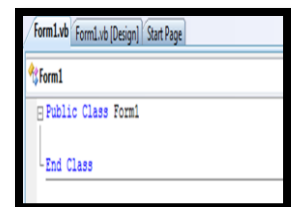
❑ **Event Handler: – It's a procedure which contains a code that is carried out when a corresponding event occurs.**



**(1)** The procedure name composed of (object name, event name).

**(2)** End of procedure line.

**(3)** What causes the call of the procedure (event occurrence).

**(4)** Between the two lines shown; the code that will be executed on calling the procedure is written after the occurrence of the (Event).

**(5)** The declaration of the class line (frmSquare).

**(6)** The end of (class) line.
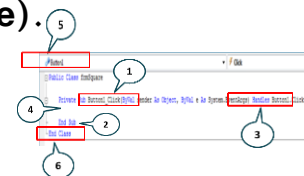
**Evaluation:** **Complete:–** ............... It's a procedure which contains a code that is carried out when a corresponding event occurs.

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### Unit Four (Code Window)
### Lesson (14) Programmatically set properties

**Lesson objectives:** **By the end of the lesson the student should be able to:**

- **Mention** The general form for setting the properties of tools programmatically.
- **Define** what is meant by the code window
- **Adjust** the properties of the control Programmatically

**Warm up:** **How** can you set the properties of the tools Programmatically?

Lesson Presentation

❑ **Setting the (Properties) programmatically**

You can adjust the properties using the following syntax:

**CONTROLNAME. PROPERTY = VALUE**

| The control or the object | The property | The value |
|---|---|---|

❑**Some exercises: –**

→ **Set the** Text property of the tool( lbl_Title ) so that its value is "Egypt"

Lbl_Title.Text = "Egypt"

→ **Set the property** ( ForeColor ) of the tool( lbl_Title ) so that its value is (Blue).

Lbl_Title. ForeColor = Color. Blue

→ **Adjust the** (Font) property of the control tool( Lbl_Title ) so that the font type is "Arial" ٣٠ and the font size is

Lbl_Title.Font = NewFont ("Arial", 30)

→ **Set the** Visible property the tool of( lbl_Title ) so that its value is (False).

Lbl_Title. Visible = False

❑**Run the program – Program Testing Methods**

1– Open the Debug menu Choose the Start Debugging command

2– On the Standard toolbar, select the Start Debugging icon

3– keyboard, press the On the F5 key

❑**Save the project**

Open the File menu , choose the Save All command

**Evaluation:** **Complete: –** To save a project Open the........... menu , choose ...............

.

| Strategy | Dialogue and discussion – cooperative learning – practical learning |
|----------|-----------------------------------|
| Teaching aids | Electronic board – Data show |

## Lesson (15) General Revision

**Lesson objectives:** By the end of the lesson the student should be able to:
- **Explain** what is meant by programming language .
- **Acquire** Some concepts of what has been studied
- **Mention** The most important controls

**Warm up:** **What** are the most important terms and concepts that you learned ?

### Lesson Presentation

**Q1: Choose the correct answer from the brackets**

1– It contains ................... Controls that can be inserted on the Form

 (Module – Properties window – Solution Browser window – Toolbox )

2– The computer only understands .....................

 (control Box – Machine Language – Visual Basic – none of the above )

3– uted Each of them contains orders and instructions, which are exec ................. .when a specific event occurs

 (Event – properties – Procedures – Form )

4– The effect of the feature ................. does not appear except in the operating mode

 (window State – Text – Font )

5– To hide the Control Box for the Form for the ............... choose the value ،Control Box property

 (None – False – True )

**Q2: – Correct the underlined:**

1. Opens the Code Window We press the **F4 key**
2. The program is the last stage of solving the problem **design**
3. **Multiline** characters that can be Specifies the maximum number of property typed into a textbox
4. **sorted** property A set of items displayed on a List box.
5. stage It means entering data whose results are known **Program documentation** before to find out about errors

**Evaluation:** answers 'Evaluate students

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